

## 1. General Information

1a. Submitted by the College of: SOCIAL WORK

Date Submitted: 2/25/2016

1b. Department/Division: Social Work

1c. Contact Person

Name: Melanie Otis

Email: Melanie.Otis@uky.edu

Phone: 859-257-1574

Responsible Faculty ID (if different from Contact)

Name:

Email:

Phone:

1d. Requested Effective Date: Semester following approval

1e. Should this course be a UK Core Course? No

## 2. Designation and Description of Proposed Course

2a. Will this course also be offered through Distance Learning?: Yes <sup>4</sup>

2b. Prefix and Number: SW 518

2c. Full Title: International Social Work

2d. Transcript Title:

2e. Cross-listing:

2f. Meeting Patterns

SEMINAR: 45

2g. Grading System: Letter (A, B, C, etc.)

2h. Number of credit hours: 3

2i. Is this course repeatable for additional credit? No

If Yes: Maximum number of credit hours:

If Yes: Will this course allow multiple registrations during the same semester?

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SENATE COUNCIL

2j. **Course Description for Bulletin:** This course assists students in developing an in-depth understanding of complex, global social problems accounting for their cultural context through application of a theoretical and conceptual framework to prepare them for international social work or work with immigrants and refugees in the United States. The course explores four areas: 1) International social development and macro practice; 2) Globalization, socio-political and economic interdependence, and global social issues; 3) International agreements, models of social development, and best practices; and 4) International social work practice at home and abroad. Students will learn to evaluate interventions and practice models in cultures with values and ideologies that are different from their own and critically analyze their impact at local, regional, national or international levels.

2k. Prerequisites, if any:

2l. Supplementary Teaching Component:

3. Will this course taught off campus? No

If YES, enter the off campus address:

4. Frequency of Course Offering: Spring,

Will the course be offered every year?: Yes

If No, explain:

5. Are facilities and personnel necessary for the proposed new course available?: Yes

If No, explain:

6. What enrollment (per section per semester) may reasonably be expected?: 25

7. Anticipated Student Demand

Will this course serve students primarily within the degree program?: No

Will it be of interest to a significant number of students outside the degree pgm?: Yes

If Yes, explain: This course looks at complex, global social problems. Students interested in better understanding the diverse experiences of human beings both in the United States and globally will find the course useful. It has been previously taught as a SW 580 seminar and approximately half of the students who take the course are from outside Social Work.

8. Check the category most applicable to this course: Relatively New – Now Being Widely Established,

If No, explain:

9. Course Relationship to Program(s).

a. Is this course part of a proposed new program?: No

If YES, name the proposed new program:

b. Will this course be a new requirement for ANY program?: No

If YES, list affected programs:

10. Information to be Placed on Syllabus.

a. Is the course 400G or 500?: Yes

b. The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from **10.a** above) are attached: Yes

## Distance Learning Form

Instructor Name: Stefana Moldovan

Instructor Email: stefanaim@uky.edu

Internet/Web-based: Yes

Interactive Video: No

Hybrid: No

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations? The course complies with DL requirements. The following information concerning instructor availability is included in the syllabus: Office hours: By appointment. We can connect via Skype, Google+ or phone 859 340 1950. Also, there will be office hours every week, when I will be available online and we can connect via Skype or Google+ or phone. The time for the office hours will vary every week to best accommodate student needs. I will send an announcement every week to announce the time for the office hours from that week. I will provide the Skype ID and more info on BB. The instructor will respond in 24 to 48 (holidays and weekends) hours of receiving a student communication.

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc. This course has/will only be taught in Internet/Web-based format. However, the textbook, assignments and student learning outcomes are comparable to expectations in other 500-level traditional-delivery social work courses.

**3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.** Exams and quizzes are completed online in a time-limited window. In an effort to increase the integrity of the online testing process, test questions are randomly ordered and the test cannot be paused once started. All students must sign in through their Blackboard/Canvas accounts to participate. All assignments must be uploaded through Blackboard/Canvas and checked through SafeAssign. The following academic offense policy is included in the syllabus (references to the policy are included in more than one place in the syllabus): Academic Integrity, Cheating and Plagiarism The Student Rights and Responsibilities Handbook clearly delineates the consequences of these actions – cheating and plagiarism are grounds for a failing grade in the course. Refer to <http://www.uky.edu/StudentAffairs/Code/part2.html> for UK's policy on academic integrity. It is strongly recommended that you review the APA manual and learn how to properly cite your sources such that you do not "accidentally" plagiarize. Make sure that any material you "borrow" is properly indicated with quotation marks and reference or, if paraphrased, stated in your own words and properly cited. It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.cs.uky.edu/%7Epaulp/Plagiarism.htm> A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited. This statement is followed by additional information from Part II of Student Rights and Responsibilities.

**4. Will offering this course via DL result in at least 25% or at least 50% (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above?** Since this is an elective, it is unknown how much of any given students degree may come from DL courses.

If yes, which percentage, and which program(s)? N/A

**5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?** Links connecting students to technology, library, and distance learning resources are included in the syllabus. Additionally, information on accommodations and the Disability Resource Center, as well as available counseling and support resources, is also provided.

**6. How do course requirements ensure that students make appropriate use of learning resources?** The following information concerning access to DL library resources is included in the syllabus: Information on Distance Learning Library Services: Information is available at <http://www.uky.edu/DistanceLearning/current/DLLS/overview.html> and you can ask for support from the Distance Learning Librarian Carla Cantagallo via email at [carla@uky.edu](mailto:carla@uky.edu) or telephone at 859. 257.0500, ext. 2171. Information about DL Interlibrary Loan Services is available at [http://libraries.uky.edu/page.php?lweb\\_id=253](http://libraries.uky.edu/page.php?lweb_id=253). If you need help with finding resources from the library, you can ask the support of Ms. Roxana Jones, Academic Liaison for Social Work by Phone: 859-218-1324, email [roxanna@email.uky.edu](mailto:roxanna@email.uky.edu). Students with a Documented Disability

**7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.** N/A

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)? The following can be found on page 3 of the syllabus: Teaching and Academic Support Services: Contact the Teaching and Academic Support Services (TASC) at <https://www.uky.edu/tasc/> or 859-257.8272. Procedures to Resolve Technological Problems: If you need help with technical problems or have any difficulties regarding the technological aspect of the class you can contact the distance learning department at the following link <http://www.uky.edu/DistanceLearning/current/technology/ukit.html> or telephone at 859-218-HELP(4357) and the toll free number 1-877-481-UKIT (8548), or [helpdesk@uky.edu](mailto:helpdesk@uky.edu) (<http://www.uky.edu/ukit/Help/>). You can also contact Gary Trumble from the College of Social Work for help with technical support, email [trumbl@uky.edu](mailto:trumbl@uky.edu).

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)? YES

If no, explain how student enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components? YES

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: Stefana Moldovan

SIGNATURE|MDOTIS00|Melanie D Otis|SW 518 NEW College Review|20160205

SIGNATURE|JMETT2|Joanie Ett-Mims|SW 518 NEW Undergrad Council Review|20160413

SIGNATURE|ZNNIKO0|Roshan N Nikou|SW 518 NEW Graduate Council Review|20160512

New Course Form

https://myuk.uky.edu/sap/bc/soap/rfc?services=

Open in full window to print or save

Generate R

Attachments:

Browse...

Upload File

ID	Attachment
Delete 6359	SW 518 UGC Review Checklist.docx
Delete 6667	SW 518 International Social Work revised.pdf

First 1 Last

(\*denotes required fields)

1. General Information

- a. \* Submitted by the College of: SOCIAL WORK Submission Date: 2/25/2016
- b. \* Department/Division: Social Work
- c.
  - \* Contact Person Name: Melanie Otis Email: Melanie.Otis@uky.edu Phone: 859-257-1574
  - \* Responsible Faculty ID (if different from Contact) Email: Phone:
- d. \* Requested Effective Date:  Semester following approval OR  Specific Term/Year
- e. Should this course be a UK Core Course?  Yes  No

If YES, check the areas that apply:

- Inquiry - Arts & Creativity
- Composition & Communications - II
- Inquiry - Humanities
- Quantitative Foundations
- Inquiry - Nat/Math/Phys Sci
- Statistical Inferential Reasoning
- Inquiry - Social Sciences
- U.S. Citizenship, Community, Diversity
- Composition & Communications - I
- Global Dynamics

2. Designation and Description of Proposed Course.

- a. \* Will this course also be offered through Distance Learning?  Yes  No
- b. \* Prefix and Number: SW 518
- c. \* Full Title: International Social Work
- d. Transcript Title (if full title is more than 40 characters):
- e. To be Cross-Listed with (Prefix and Number):
- f. \* Courses must be described by at least one of the meeting patterns below. Include number of actual contact hours<sup>2</sup> for each meeting pattern type.
 

Lecture	Laboratory <sup>1</sup>	Recitation	Discussion
Indep. Study	Clinical	Colloquium	Practicum
Research	Residency	45 Seminar	Studio
Other	If Other, Please explain:		
- g. \* Identify a grading system:
  - Letter (A, B, C, etc.)
  - Pass/Fail
  - Medicine Numeric Grade (Non-medical students will receive a letter grade)
  - Graduate School Grade Scale
- h. \* Number of credits: 3
- i. \* Is this course repeatable for additional credit?  Yes  No
  - If YES: Maximum number of credit hours:
  - If YES: Will this course allow multiple registrations during the same semester?  Yes  No

j. \* Course Description for Bulletin:

This course assists students in developing an in-depth understanding of complex, global social problems accounting for their cultural context through application of a theoretical and conceptual framework to prepare them for international social work or work with immigrants and refugees in the United States. The course explores four areas:  
 1) International social development and macro practice; 2) Globalization, socio-political and economic interdependence, and global social issues; 3) International agreements, models of social development, and best practices; and 4) International social work practice at home and abroad. Students will learn to evaluate interventions and practice models in cultures with values and ideologies that are different from their own and critically analyze their impact at local, regional, national or international levels.

k. Prerequisites, if any:

l. Supplementary teaching component, if any:  Community-Based Experience  Service Learning  Both

3. \* Will this course be taught off campus?  Yes  No

If YES, enter the off campus address:

4. Frequency of Course Offering.

a. \* Course will be offered (check all that apply):  Fall  Spring  Summer  Winter

b. \* Will the course be offered every year?  Yes  No

If No, explain:

5. \* Are facilities and personnel necessary for the proposed new course available?  Yes  No

If No, explain:

6. \* What enrollment (per section per semester) may reasonably be expected? 25

7. Anticipated Student Demand.

a. \* Will this course serve students primarily within the degree program?  Yes  No

b. \* Will it be of interest to a significant number of students outside the degree pgm?  Yes  No

If YES, explain:

This course looks at complex, global social problems. Students interested in better understanding the diverse experiences of human beings both in the United States and globally will find the course useful. It has been

8. \* Check the category most applicable to this course:

Traditional - Offered in Corresponding Departments at Universities Elsewhere

Relatively New - Now Being Widely Established

Not Yet Found in Many (or Any) Other Universities

9. Course Relationship to Program(s).

a. \* Is this course part of a proposed new program?  Yes  No

If YES, name the proposed new program:

b. \* Will this course be a new requirement for ANY program?  Yes  No

If YES, list affected programs::

10. Information to be Placed on Syllabus.

a. \* Is the course 400G or 500?  Yes  No

If YES, the differentiation for undergraduate and graduate students must be included in the information required in 10.b. You must include: (i) identification of add assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)

b.  \* The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from 10 attached.

Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL fields are required!

Introduction/Definition: For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, distance learning is defined as a educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies

A number of specific requirements are listed for DL courses. The **department** proposing the change in delivery method is responsible for ensuring that the requirements are satisfied at the individual course level. It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

Course Number and Prefix:	SW 518	Date:	1/6/2016
Instructor Name:	Stefana Moldovan	Instructor Email:	stefanaim@uky.edu
Check the method below that best reflects how the majority of the course content will be delivered.			
Internet/Web-based <input checked="" type="checkbox"/> Interactive Video <input type="checkbox"/> Hybrid <input type="checkbox"/>			

### Curriculum and Instruction

1. How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Syllabus Guidelines, specifically the Distance Learning Considerations?

The course complies with DL requirements. The following information concerning instructor availability is included in the syllabus: Office hours: By appointment. We can connect via Skype, Google+ or phone 859 340 1950. Also, there

2. How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, and student learning outcomes, etc.

This course has/will only be taught in Internet/Web-based format. However, the textbook, assignments and student learning outcomes are comparable to expectations in other 500-level traditional-delivery social work courses.

3. How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic policy; etc.

Exams and quizzes are completed online in a time-limited window. In an effort to increase the integrity of the online testing process, test questions are randomly ordered and the test cannot be paused once started. All

4. Will offering this course via DL result in at least 25% or at least 50%\* (based on total credit hours required for completion) of a degree program being offered via any of the following as defined above?

Since this is an elective, it is unknown how much of any given student's degree may come from DL courses.

Which percentage, and which program(s)?

N/A

\*As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery is 12 months from the date of approval.

5. How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?

Links connecting students to technology, library, and distance learning resources are included in the syllabus. Additionally, information on accommodations and the Disability Resource Center, as well as available counseling and

### Library and Learning Resources

6. How do course requirements ensure that students make appropriate use of learning resources?

The following information concerning access to DL library resources is included in the syllabus:

7. Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.

N/A

### Student Services

8. How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or the course, such as the Information Technology Customer Service Center (<http://www.uky.edu/UKIT/>)?

The following can be found on page 3 of the syllabus:

Teaching and Academic Support Services: Contact the Teaching and Academic Support Services (TASC) at

9. Will the course be delivered via services available through the Distance Learning Program (DLP) and the Academic Technology Group (ATL)?

Yes

No

If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.

10. Does the syllabus contain all the required components, below?  Yes

- Instructor's *virtual* office hours, if any.
- The technological requirements for the course.
- Contact information for Distance Learning programs (<http://www.uky.edu/DistanceLearning>) and Information Technology Customer Service Center (<http://www.uky.edu/UKIT/Help/>; 859-218-HELP).
- Procedure for resolving technical complaints.
- Preferred method for reaching instructor, e.g. email, phone, text message.
- Maximum timeframe for responding to student communications.
- Language pertaining academic accommodations:



- "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or [jkarnes@email.uky.edu](mailto:jkarnes@email.uky.edu)."
- Specific dates of face-to-face or synchronous class meetings, if any.
- Information on Distance Learning Library Services (<http://www.uky.edu/Libraries/DLIS>)
  - Carla Cantagallo, DL Librarian
  - Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)
  - Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)
  - DL Interlibrary Loan Service: [http://www.uky.edu/Libraries/ilibpage.php?lweb\\_id=2538&lib\\_id=16](http://www.uky.edu/Libraries/ilibpage.php?lweb_id=2538&lib_id=16)

11. I, the instructor of record, have read and understood all of the university-level statements regarding DL.

Instructor Name: \_\_\_\_\_  
Stefana Moldovan

Abbreviations: DLP = Distance Learning Programs ATG = Academic Technology Group Customer Service Center = 859-218-HELP (<http://www.uky.edu/UKIT/Help>)

Revised 8/09

- ⓘ Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.
- ⓘ The chair of the cross-listing department must sign off on the Signature Routing Log.
- ⓘ In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. (a meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1))
- ⓘ You must also submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.
- ⓘ In order to change a program, a program change form must also be submitted.

Rev 8/09

**General Course Information**

- Full and accurate title of the course
- Departmental and college prefix
- Course prefix, number and section number
- Scheduled meeting day(s), time and place

**Instructor Contact Information** (if specific details are unknown, "TBA" is acceptable for one or more fields)

- Instructor name
- Contact information for teaching/graduate assistant, etc.
- Preferred method for reaching instructor
- Office phone number
- Office address
- UK email address
- Times of regularly scheduled office hours and if prior appointment is required

**Course Description**

- Reasonably detailed overview of the course
- Student learning outcomes
- Course goals/objectives
- Required materials (textbook, lab materials, etc.)
- Outline of the content, which must conform to the Bulletin description
- Summary description of the components that contribute to the determination of course grade
- Tentative course schedule that clarifies topics, specifies assignment due dates, examination date(s)
- Final examination information: date, time, duration and location
- For 100-, 200-, 300-, 400-, 400G- and 500-level courses, numerical grading scale and relationship to letter grades for undergraduate students
- For 400G-, 500-, 600- and 700-level courses, numerical grading scale and relationship to letter grades for graduate students. (Graduate students cannot receive a "D" grade.)
- Relative value given to each activity in the calculation of course grades (Midterm=30%; Term Project=20%, etc.)
- Note that undergraduate students will be provided with a Midterm Evaluation (by the midterm date) of course performance based on criteria in syllabus
- Policy on academic accommodations due to disability. Standard language is below:  
 If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

**UGE Review (Date)**

Course number should match on eCATS form and syllabus

Class is referred to as SW 580 again on page 3 of the syllabus

References to Blackboard should be updated to Canvas

Disability statement should be updated

Excused Absences policy and Academic Integrity policy should be updated

**Course Policies**

- Attendance
- Excused absences
- Make-up opportunities
- Verification of absences
- Submission of assignments
- Academic integrity, cheating & plagiarism
- Classroom behavior, decorum and civility
- Professional preparations
- Group work & student collaboration

<p><b>Committee Review (Date)</b></p> <p>Comments</p>
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University of Kentucky College of Social Work  
SW 518  
International Social Work

Course Syllabus  
3 credit hours

**Contact Information**

Instructor: Stefana Moldovan, MSW

Office: Patterson Office Tower

E-mail address (preferred contact): [stefanaim@uky.edu](mailto:stefanaim@uky.edu). I will respond to student emails within **24 hours** except for weekends and holidays which may take 48 hours to respond.

Office hours: By appointment via Skype or Google+. **Also, there will be office hours every week, when I will be available online and we could connect via Skype or Google+.** The time for the office hours will vary every week to best accommodate student needs. I will send an announcement every week to announce the time for the office hours from that week. I will provide the Skype ID and more info on Canvas.

Campus address: College of Social Work  
619 Patterson Office Tower, Office 529  
University of Kentucky  
Lexington, Kentucky 40506-0027

Department phone: 859.257.6650

Department Website: <http://www.uky.edu/SocialWork/>

Course Format: Distance Learning Course.

**Course description:** This course assists students in developing an in-depth understanding of complex, global social problems accounting for their cultural context through application of a theoretical and conceptual framework to prepare them for international social work or work with immigrants and refugees in the United States. The course explores four areas: 1) International social development and macro practice; 2) Globalization, socio-political and economic interdependence, and global social issues; 3) International agreements, models of social development, and best practices; and 4) International social work practice at home and abroad. Students will learn to evaluate interventions and practice models in cultures with values and ideologies that are different from their own and critically analyze their impact at local, regional, national or international levels.

**Course objectives:**

In this course, students are expected to demonstrate achievement of the following objectives:

1. Examine the complexity of social development arena, its actors, and the role that social work plays in this sphere of practice.
2. Describe the globalization phenomenon and how it affects various groups around the world.
3. Demonstrate an understanding of the contribution of culture, values, norms, historical events and political regimes when designing social work interventions and evaluate their effectiveness.
4. Critically analyze current development models that are used around the world.
5. Explain the role of international organization and instruments in the area of human rights.
6. Differentiate the particular needs of immigrants and refugees in the U.S and critically analyze current strategies and interventions for these groups.
7. Discuss consequences of global and national violence and the special circumstances and struggles associated with forced migration.
8. Demonstrate an ability to do cross-cultural comparisons in examining social issues and responses from different countries.
9. Develop cultural competence in defining problems, designing interventions and evaluate their effectiveness in the global context.
10. Critically examine if suited for working in international social work related jobs.

**Practice Behaviors (learning outcomes) (CSWE Standards 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7, 2.1.9)**

## Primary outcomes

**2.1.4—Engage diversity and difference in practice:**

- Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (2.1.4.1)
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (2.1.4.2)

**2.1.5—Advance human rights and social and economic justice:**

- Understand the forms and mechanisms of oppression and discrimination (2.1.5.1)
- Advocate for human rights and social and economic justice (2.1.5.2)
- Engage in practices that advance social and economic justice (2.1.5.3)

**2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services:**

- Analyze, formulate, and advocate for policies that advance social well-being (2.1.8.1).

**2.1.6—Engage in research-informed practice and practice-informed research:**

- Use research evidence to inform practice (2.1.6.2)

## Secondary outcomes

**2.1.1 Identify as a professional social worker and conduct oneself accordingly:**

- Advocate for client access to the services of social work (2.1.1.1.)

**2.1.3—Apply critical thinking to inform and communicate professional judgments:**

- Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (2.1.3.1).

**2.1.2 Apply social work ethical principles to guide professional practice:**

- Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2.1)
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (2.1.2.2)
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (2.1.4.3)

**2.1.2 Apply social work ethical principles to guide professional practice:**

- Recognize and manage personal values in a way that allows professional values to guide practice (2.1.2.1)
- Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles (2.1.2.2)

**2.1.7—Apply knowledge of human behavior and the social environment**

- Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation (2.1.7.1)

**2.1.9—Respond to contexts that shape practice:**

- Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services (2.1.9.1).

**Required Course Textbook and Readings**

This course relies on students reading the text as assigned throughout the semester. The readings and other resources like articles, online resources and videos are due under the date they are listed in the course calendar. Some of videos required for you to watch may contain graphic images of violence, extreme poverty and human suffering, your discretion is advised. Please contact me by email if you need me to replace them. I will try to replace them with others with similar content, but no violence. To prepare for class assignments and online discussions you are encouraged to seek additional resources like e-journal articles available through the library's web site, other books, web sites, videos, interviews, etc.

**Required textbooks:**

Cox, D. & Pawar, M. (2013). *International social work: issues, strategies, and programs*. Thousand Oaks, CA: SAGE Publications.

**Movie Living on One** from the following link <https://livingonone.vhx.tv/buy> You will need to purchase the access to watch the movie (9.99 USD).

**Optional text:**

American Psychological Association (2009). *Publication Manual of the American Psychological Association (6<sup>th</sup> ed.)*. Washington, DC: American Psychological Association Press.

Additional resources are provided throughout the course as supplemental resources. Also, additional professional journal articles (all available through the UK Libraries e-journals) are **assigned on some weeks**. Please refer to the "Course Schedule" in this syllabus for details. You are responsible for securing all of the reading materials on your own as the articles are NOT uploaded on the course Canvas. You may contact the Distance Learning Library Services if you need assistance. Refer to the "Technical Requirements and Support for the Course" for contact information.

### Distance Learning Considerations

#### Required Instructional Technology

This course is an online only course and requires that students have access to Information technology. Students will need access to a computer and Internet connection to complete learning activities and assignments. Students will need Mozilla Firefox or Google Chrome Internet browser, Adobe Flash Player.

**You MUST HAVE access to a camera and a microphone for the virtual office hours, for the weekly discussions that will be in the form of short video or presentations of your projects. All videos created by you in class will be only used for the purpose of this class and the content will be shared only on Canvas with students enrolled in your course). All assignments in this class will be submitted via Canvas.** If you do not have a personal computer there are multiple computer labs in Libraries on campus.

More information regarding the technical requirements for distance learning courses can be found at <http://www.uky.edu/DistanceLearning/current/technology/techReqs.html>.

**Instructor's Virtual Office Hours: TBA.** Office hours appointments are arranged at student requests. We can meet online using Skype or Google+. Also, there will be office hours every week, when I will be available online and we could connect via Skype or Google+. The time for the office hours will vary every week to best accommodate student needs. I will send an announcement every week to announce the time for the office hours from that week. I will provide the Skype ID and more info on Canvas.

**Preferred Method of Communication:** You are encouraged to contact me for any questions regarding the class. My preferred method is by email ([stefanaim@uky.edu](mailto:stefanaim@uky.edu)), Skype or Google+.

**Maximum Timeframe for Responding to Student Communication:** I will respond to email inquiries or requests within 24 hours, excluding weekend and holidays when I will take 48 hours to respond.

**Teaching and Academic Support Services:** Contact the Teaching and Academic Support Services (TASC) at <https://www.uky.edu/tasc/> or 859-257.8272. **Procedures to Resolve Technological Problems:** If you need help with technical problems or have any difficulties regarding the technological aspect of the class you can contact the distance learning department at the following link <http://www.uky.edu/DistanceLearning/current/technology/ukit.html> or telephone at 859-218-HELP(4357) and the toll free number 1-877-481-UKIT (8548), or [helpdesk@uky.edu](mailto:helpdesk@uky.edu) (<http://www.uky.edu/ukit/Help/>). You can also contact Gary Trumble from the College of Social Work for help with technical support, email [trumblem@uky.edu](mailto:trumblem@uky.edu).

#### Canvas

The course delivery is done through Canvas. **The class for each week (recorded video lectures and other materials) will be made available by instructor every Tuesday by 23:59 PM.** The instructor will also make announcements and send individual emails via Canvas regularly. Thus, you must be current with the UK email and check it on a regular basis even if you do not use it for other purposes. If you experience technical difficulties with Canvas, contact UKIT Service Desk. Please also inform the instructor when having technical difficulties if it is affecting your course work. It is the student's responsibility to resolve technical problems and to notify the instructor.

**Information on Distance Learning Library Services:** Information is available at <http://www.uky.edu/DistanceLearning/current/DLLS/overview.html> and you can ask for support from the Distance Learning Librarian Carla Cantagallo via email at [carla@uky.edu](mailto:carla@uky.edu) or telephone at 859. 257.0500, ext. 2171. Information about DL Interlibrary Loan Services is available at [http://libraries.uky.edu/page.php?lweb\\_id=253](http://libraries.uky.edu/page.php?lweb_id=253). If you need help with finding resources from the library, you can ask the support of Ms. Roxana Jones, Academic Liaison for Social Work by Phone: 859-218-1324, email [roxanna@email.uky.edu](mailto:roxanna@email.uky.edu).

**Graduate and undergraduate classes can be stressful.** The University of Kentucky Counseling Center is available to fee-paying students who are enrolled for at least six credit hours at UK, in undergraduate, graduate or professional programs. Located on second and third floors of Frazier Hall, on Administration Drive next to the Student Center, they can be reached at (859) 257-8701 or <http://www.uky.edu/StudentAffairs/Counseling/>. The National Suicide Prevention Lifeline is available twenty-four

hours a day at 1-800-273-TALK (8255) if you are concerned about yourself or someone else.

Undergraduate students	Grade Components	Value
	Class Participation/Online Discussion Threads	20
	Organization Assignment	10
	Reflection paper	10
	Quizzes (2)	10 ( 5 points for each quiz)
	Midterm Exam	15
	Final Exam	15
	Final project	15
	Final presentation	5
	<b>Total 100</b>	
	<b>Mid-term Grades</b>	
	Mid-term grade will be provided to students prior to the mid-term date. This grade will include all work that has been completed before the close of mid-term.	
	<b>Undergraduate Grading Scale</b>	
	A = 90-100	Outstanding quality of work
	B = 80-89	Above average
	C = 70-79	Satisfactory Work
	D = 60-69	Less than satisfactory
	E = 59 or below	Failing

Graduate Student	Grade Components	Value
	Class Participation/Online Discussion Threads	20
	Organization Assignment	10
	Reflection paper	10
	Quizzes (2)	10 ( 5 points for each quiz)
	Midterm Exam	15
	Final Exam	15
	Final project	15
	Final presentation	5
	<b>Total 100</b>	
	<b>Graduate Grading Scale</b>	
	A = 92-100 Outstanding Quality of work	
	B = 80-91 Above average	
	C = 70-79 Satisfactory work	
	E= 69 or below Failing	

Unit	
<b>Week 1</b> <b>August</b> <b>24</b>	<p>Read the Syllabus and make sure you understand all course requirements. Email the instructor with any questions you may have. <b>You will need to post on Canvas your acknowledgment that that you read and understood the syllabus and that all videos that will be created by you in class will be only used for the purpose of this class and the content will be shared only on the Canvas with the students enrolled in SW 518 for the current semester.</b></p> <p>Log in to Canvas and explore how to use it, how to post assignments, discussions or how to retrieve documents. You can access Canvas at <a href="http://elearning.uky.edu">http://elearning.uky.edu</a> or <a href="https://myuk.uky.edu/irj/portal">https://myuk.uky.edu/irj/portal</a> (myUK). If you need help you can email <a href="mailto:helpdesk@uky.edu">helpdesk@uky.edu</a> or telephone at 859-218-HELP(4357). Also this is a link to instructional videos for students about how to use the Canvas.</p> <p><b>Introduction to International Social Work</b></p> <p><b>Instructor will provide videos with class content and sources of information</b> View recorded lecture and videos in Canvas.</p> <p><b>This week</b> <b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2013). <i>International social work: Issues, strategies, and programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 1.</b></p> <p><b>Post</b> Discussions for this week using Wiki- Introductions.</p>



<p><b>Week 2</b> <b>Aug 31</b></p>	<p><b>The Global Context of International Social Work</b></p> <p><b>Roles of Social workers in international organizations.</b></p>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2013). <i>International social work: Issues, strategies, and programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 3</b> and from <b>Chapter 15, only from pages 531 to 543.</b></p> <p><b>Post</b> Discussions for this week using Wiki–</p> <p>No assignments are due for this week.</p>
<p><b>Week 3</b> <b>Sept 7</b></p>	<p><b>The Integrated Perspective in International Social Work</b></p> <p><b>Human Rights</b></p>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2013). <i>International social work: Issues, strategies, and programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 2.</b></p> <p><b>Post</b> Discussions for this week using Wiki</p> <p>No assignments are due for this week.</p>
<p><b>Week 4</b> <b>Sept 14</b></p>	<p><b>The Integrated Perspective in International Social Work</b></p> <p><b>Globalization, social development and the ecological perspective</b></p>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2013). <i>International social work: Issues, strategies, and programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 2.</b></p> <p>Hong, P. Y. P., &amp; Han, S. I. (2010). Globalization of social work practice: Global and local responses to globalization. <i>International Social Work, 53</i>, 656-670.</p> <p><b>Post</b> Discussions for this week using Wiki</p>
<p><b>Week 5</b> <b>Sept 21</b></p>	<p><b>Understanding Poverty and Inequality</b></p>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2013). <i>International social work: Issues, strategies, and programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 7</b> (Page 221-264).</p> <p><b>Post</b> Discussions for this week using Wiki</p> <p><b>Quiz 1</b> – International social work, the global context of International Social Work and the integrated framework.</p>

		No assignments are due for this week.
<b>Week 6 Sept 28</b>	<b>Poverty around the World</b>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2013). <i>International social work: Issues, strategies, and programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 8</b> (Page 265-289).</p> <p><b>Watch the movie- Living on One</b> at the following link <a href="https://livingonone.vhx.tv/buy?referrer=livingonone.org%2Flivingonone%2Ffilm">https://livingonone.vhx.tv/buy?referrer=livingonone.org%2Flivingonone%2Ffilm</a></p> <p><b>Post</b> Discussions for this week using Wiki</p> <p><b>Reflection paper due, no later than 11:59 on September 28.</b></p>
<b>Week 7 Oct 5</b>	<b>Women in the Global Context</b>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Healy, L. M (2007). Universalism and cultural relativism in social work ethics. <i>International Social Work</i> 2007, 50 (1), p. 11-26</p> <p>Fallon (2003). Transforming Women's Citizenship Rights with an Emerging Democratic State: The Case of Ghana. <i>Gender &amp; Society</i>, 17, 525-543.</p> <p><b>Human Trafficking</b> Jordan, A. (2004). Human Rights or Wrongs? The Struggle for a Rights-Based Response to Trafficking in Human Beings. <i>Gender and Development</i>, 10(1), 28- 37.</p> <p><b>Post</b> Discussions for this week using Wiki</p>
<b>Week 8 Oct 12</b>	<b>Programs and Strategies for International Social Work and Data in International Social Work</b>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2013). <i>International Social Work: Issues, Strategies, and Programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 4</b></p> <p><b>Post</b> Discussions for this week using Wiki</p>

<p><b>Week 9</b> Oct 19</p>	<p><b>Strategies and Programs for Local Development</b></p>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2013). <i>International Social Work: Issues, Strategies, and Programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 6</b> (page 181-220).</p> <p><b>Post</b> Discussions for this week using Wiki</p> <p><b>Mid-term exam on October 19.</b></p> <p>No assignments are due for this week.</p>
<p><b>Week 10</b> Oct 26</p>	<p><b>War and Post-Conflict Reconstruction</b></p>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2006). <i>International Social Work: Issues, Strategies, and Programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 9 and 10.</b></p> <p><b>Post</b> Discussions for this week using Wiki</p> <p><b>First (one page) draft of your project due October 26.</b></p>
<p><b>Week 11</b> November 2</p>	<p><b>Forced Migration and programs and strategies</b></p>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2006). <i>International Social Work: Issues, Strategies, and Programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 12 and 13.</b></p> <p><b>Post</b> Discussions for this week using Wiki</p> <p><b>Organization assignment due no later than 11.59 PM on November 2.</b></p>
<p><b>Week 12</b> Nov 9</p>	<p><b>Working with Immigrants and Refugees</b></p>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Menjívar &amp; Salcio (2002). Immigrant Women and Domestic Violence: Common Experiences in Different Countries. <i>Gender &amp; Society</i>, 16(6), 898-920.</p> <p>Carlson, B., E., Cacciatore, J., &amp; Klime, B. (2012). Risk and Resilience Perspective on Unaccompanied Refugee Minors. <i>Social Work</i> 57(3): 259-269</p> <p>Schlueter, E., Meuleman, B., &amp; Davidov, E. (2013). Immigrant integration policies and perceived group threat: A multilevel study of 27 Western and Eastern European countries. <i>Social science research</i>, 42(3), 670-682.</p>

		<p><b>Post</b> Discussions for this week using Wiki</p> <p><b>Quiz 2 Forced migration and war and post-conflict reconstruction</b></p> <p>No assignments are due for this week.</p>
<p><b>Week 13</b> Nov 16</p>	<p><b>International Social Work with specific, very vulnerable populations</b></p>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2013). <i>International social work: Issues, strategies, and programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 14.</b></p> <p>Upton, R. (2003). Women Have No Tribe: Connecting Carework, Gender, and Migration in an Era of HIV/AIDS in Botswana. <i>Gender and Society</i>, 17 (2), pp. 314-322</p> <p><b>Post</b> Discussions for this week using Wiki</p>
<p><b>Week 14</b> Nov 23</p>		<p><b>Thanksgiving: No Class</b></p>
<p><b>Week 15</b> Nov 23</p>	<p><b>Social Work as a Human Rights Profession</b></p>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2013). <i>International social work: issues, strategies, and programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 15 (517-542)</b></p> <p>Pollack, D. (2007). Social workers and the United Nations Effective advocacy strategies. <i>International Social Work</i>, 50(1), 113-119.</p> <p>Healy, L., M. (2008). Exploring the history of social work as a human rights profession. <i>International Social Work</i>. 51(6), 735-748.</p> <p><b>Final project and presentations</b> due no later than 11.59 PM on November 23.</p> <p><b>Post</b> Discussions for this week using Wiki</p>
<p><b>Week 16</b> Nov 30</p>	<p><b>Future Challenges for International Social Work and Topics suggested by students.</b></p> <p>Course evaluation.</p>	<p><b>This week</b></p> <p><b>View</b> recorded lecture and videos in Canvas.</p> <p><b>Read</b> Cox, D. &amp; Pawar, M. (2013). <i>International Social Work: Issues, Strategies, and Programs</i>. Thousand Oaks, CA: SAGE Publications. <b>Chapter 16.</b></p> <p><b>Post</b> Discussion board - Final discussions to wrap up (not graded)</p> <p>No assignments are due for this week.</p> <p><b>Course evaluation.</b></p>

Dec 14		Final Examination

### Description of Assignments for this class

#### Assignments Format of Written Assignments and submission

Unless otherwise specified, all papers should be formatted with 1-inch margins, double spaced, 12-point font, pages numbered, and with a cover page. Your written work must be completed in accordance with the *American Psychological Association (APA) Publication Manual (6th ed.)*. **Assignments that do not meet the APA standards will receive a lower grade.**

Students will submit all assignments through Canvas using SafeAssign. If you encounter problems with Canvas or other technology, you need to contact UKIT to resolve it immediately and notify the instructor. The instructor might contact UKIT to confirm resolution of problem if deemed necessary. No hard-copy assignments are accepted. Students must keep a back-up copy of all papers in case the submitted papers does not arrive.

#### Assignments Deadline

Each assignment is due by 11:59 pm on the due date, Eastern Standard Time (Lexington, KY), as specified in the "Course Schedule". Late assignments will be assessed a 5 point penalty for each 24 hours they are late including weekend and holidays. You are responsible for keeping track of submission of all of your assignments.

**Asynchronous (class) participation (on your own), 20% of your grade. Your class participation will be comprised of weekly discussions using wiki. The discussions will be individual or for small groups, in writing or short videos made by you. The instructions will be posted every week and support will be offered.**

#### Discussion Board Threads:

Students are expected to respond to online discussion threads and engage in asynchronous dialog in the course community. To receive full credit, students must provide thoughtful responses that integrate the readings from the class. Discussions will represent **20% of your grade**. Some of the weekly discussions will be in the form of a written response and some with short videos made by you (instructions will be provided). Some will be individual and some will be in the form of group participation (instructor will assign the groups). All videos created by you in class will be only used for the purpose of this class and the content will be shared only on Canvas with the students enrolled in your SW 518 class.

There will be 10 discussion boards and will count for 20% of your grade.

**For the weekly discussion postings that will be in writing:** How it will work: I will post a question by 11:59 PM on the evening of the class (every Tuesday). Your initial response will be due within 5 days by 11:59 PM, **on Monday**. After you posted your initial thoughts on the question, read the first responses of your classmates and formulate two responses. The responses to your classmates are due 2 days later (on Wednesday) no later than 11:59 PM.

Your initial response should be **250 words or more**. You need to make sure that your response does not repeat one of your classmates that have already posted. In your response you need to think critically and to integrate course materials. If you use citations or information from different sources, make sure to use APA style for citations.

The response to your classmates should also show your ability to think critically. You can chose to respond to their initial response or to further responses to their initial posting, just make sure you read all the following comments. The responses to two of your classmates will be due in 2 days (on Wednesdays) no later than 11:59 PM and it should be **100 words or more**. You may post more times than indicated above.

You will be graded on the quality and not quantity of your response. You are expected to show that you read the course readings. Please show respect for your classmates. It is important to show that we can all respect different opinions and value diversity.

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### **Organization Assignment, 10% of your grade, due November 2.**

Select an organization involved in international social work or social development. Try to find a job or a volunteer opportunity and describe the main tasks asked, the requirements and why you think you might like to work or volunteer in that specific position. Your response should be 3-5 pages, double spaced. You should highlight why would you be interested in that specific position, what skills do you think you have or may need to develop for that position.

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### **Reaction paper – The Integrated-perspective, 10% of your grade, due September 28.**

Do you think that the integrated-perspective approach is a useful framework for international social work? Why? Compare the integrated perspective with one theory that you know and discuss how this approach compliments those theories and provides an improved approach for practice. Select an international issue of interest to you from a developing country and use the integrative perspective to briefly analyze the situation.

These links provide some help in finding international issues from United Nations, World Bank and Amnesty International, short videos offered by these organizations (you can also explore the web-sites or any other sources).

United Nations: <https://www.youtube.com/watch?v=-Qu16nJ5gMg&list=UU3t8u5qG07dIPUwWo6VQVLA>

World Bank: <http://www.youtube.com/user/WorldBank?feature=watch> and Amnesty International

[https://www.youtube.com/user/AmnestyInternational/videos?sort=dd&view=0&shelf\\_index=0](https://www.youtube.com/user/AmnestyInternational/videos?sort=dd&view=0&shelf_index=0) and Human Rights Watch

<http://www.hrw.org/> or some of the inspiring lectures of Nobel Prize Laureates at

[http://www.nobelprize.org/nobel\\_prizes/peace/laureates/](http://www.nobelprize.org/nobel_prizes/peace/laureates/)

You can however, use any issue that you are interested in. If you cannot identify an issue of interest your instructor will provide you with one. Your response should be 4-5 pages, using APA style, typed with Times New Roman 12 point font, with double space and with 1" margins on all pages.

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### **Quizzes, Midterm and Final Exam - 40% of your grade.**

There will be 2 quizzes, a midterm and a final exam.

The quizzes and the exams will cover knowledge from the readings from class. If you will do the readings for class you will be able to obtain a high score on the quizzes and the two exams. Please do not take your quiz or exams with other classmates being present. You have to be responsible for timing your quiz. The midterm and the final exam will represent 30% of your grade (15% each) and the quizzes 10% (5% each).

The two quizzes will be:

**Quiz 1:** Introduction to International social work, the Global Context of International Social Work and the Integrated Framework  
**Quiz 1 will be on September 21.**

**Quiz 2:** War, post-conflict reconstruction and vulnerable groups. **Quiz 2 on November 9.**

**Midterm exam- October 19 and the Final exam will be on December 14.**

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### **Final Project, 20% of your grade. First, short draft of the project due October 26 and the final project and presentation due on November 23.**

Chose a country and an issue relevant to international social work practice of interest to you. It could also be from the United States if you would consider a project working with immigrants or refugees.

Describe the issue and the country of interest. Make a short 3-4 page presentation of your issue (double spaced) using the integrated framework. Complete a country (or region) description including social and economic indicators. Discuss country's history and recent events, discuss the roots of the problem selected, economic, social, human impact. Discuss current attitudes, give examples programs, international organizations involved. Describe the issue of interest, who is affected and how, history of the problem, causes and discuss current attitudes and if possible, give examples of programs and international organizations involved, if any and the international instruments that are relevant for your issue.

**Design an intervention.** In this part you will be asked to develop the funding proposal with your intervention. Describe your intervention, the goals, the objectives, the needed tasks and the expected outcomes, how will you work with local authorities or other organizations from the region (if applicable). Further, consider any possible ethical concerns or cultural values that may be in conflict when international workers may be involved and how will you deal with language and cultural differences. Consider the integrative approach for assessing the situation and when considering an intervention. A detailed description of the funding proposal that you will need to complete this part of the assignment will be provided for you later in the semester. Your final project will have to have use as reference at least 10 articles from peer-reviewed journals. **The final projects should be 12-15 pages, double spaced (Times New Roman, 12 pt. font, APA style).**

**You should also develop a 10 minutes video presentation about your project (worth 5% of your grade).** You are encouraged to be creative in your presentation and in incorporating other sources of information like photos, charts, maps, or link to videos, interviews, music etc. **All presentations will be posted on Canvas.**

## Course Policies

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### Polices Regarding the Assignments for the Class

All assignments for this class must be completed. Papers need to be formatted according to **APA publication guidelines (6<sup>th</sup> edition)**. Please see the professor if you are unfamiliar with APA style writing. All written work is expected to be typed using 12 point font, double space and printed with 1" margins on all pages. You are expected to submit papers free of grammatical and spelling errors, and to use citations when appropriate. You should strive to write with clarity, and support your ideas and assertions with sound, informed reasoning. The ability to explain your ideas is absolutely essential for sound social work practice. Please use spell check, grammar check and proof reading work is expected prior to the submission of any assignments. **Grades will be lowered for work submitted not in accordance with these guidelines.**

**The Writing Center is an excellent resource for students offering free consultations on prewriting, writing and rewriting.** More information is available at [http://www.uky.edu/IRPE/ie/SACS5thYearReport/Exhibits/5Core%20Requirement%202.10/Writing%20Center%20\(University%20of%20Kentucky\).htm](http://www.uky.edu/IRPE/ie/SACS5thYearReport/Exhibits/5Core%20Requirement%202.10/Writing%20Center%20(University%20of%20Kentucky).htm)

### Policy on Late Assignments

This is an online class and all assignments in this class are submitted online so you have a lot of discretion on when to complete the assignments. All individual assignments and discussion threads are due at the time specified in the syllabus. **Late individual or assignments will be penalized 5 points each day late unless otherwise arranged with the professor. On discussion threads 2 points will be subtracted if posted after the date when are due, and the postings, both your initial one and the two responses to your classmates will not be accepted one week after the deadline, including weekend and holidays.**

### Excused Absences

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit "reasonable cause for nonattendance" by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

Students are expected to withdraw from the class if more than 20% of the classes scheduled for the semester are missed (excused) per University policy.

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

### Verification of Absences

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request "appropriate verification" when students claim an excused absence because of illness, or death in the family. Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

**Accommodations due to disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

**Academic Integrity, Cheating and Plagiarism**

The Student Rights and Responsibilities Handbook clearly delineates the consequences of these actions – **cheating and plagiarism are grounds for a failing grade in the course**. Refer to <http://www.uky.edu/StudentAffairs/Code/part2.html> for UK's policy on academic integrity. It is strongly recommended that you review the APA manual and learn how to properly cite your sources such that you do not "accidentally" plagiarize. Make sure that any material you "borrow" is properly indicated with quotation marks and reference or, if paraphrased, stated in your own words and properly cited.

It is expected that students at UK will refrain from plagiarism and cheating. Plagiarism and cheating are serious breaches of academic conduct and may result in permanent dismissal. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.cs.uky.edu/%7Epaulp/Plagiarism.htm>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

**Part II of Student Rights and Responsibilities** (available online <http://www.uky.edu/StudentAffairs/Code/part2.html>) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about the question of plagiarism involving their own work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgement of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be a published article, chapter of a book, a paper from a friend or some file, or something similar to this. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be.

Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone. When a student's assignment involves research in outside sources of information, the student must carefully acknowledge exactly what, where and how he/she employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas which are so generally and freely circulated as to be a part of the public domain (Section 6.3.1).

**Please note:** Any assignment you submit (including any online entries) may be submitted to an electronic database (SafeAssign in Canvas) to check for plagiarism comparison. **A penalty for an academic offense, such as cheating or plagiarism, can be as severe as a failing grade on the assignment or failing the course.**

Please be sure that you fully understand what does/does not constitute plagiarism. Attention to this issue is critical in a course that requires you to be able to summarize and document the written work of others to complete your own integrative paper. *A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty.*

See the web page at the Office of Academic Ombud Services for a definition of plagiarism, how to avoid plagiarism, and UK's academic offense policy please review <http://www.uky.edu/Ombud/Plagiarism.pdf>. You may also review this website for further information [http://wps.prenhall.com/hss\\_understand\\_plagiarism\\_1/0.6622.427064-.00.html](http://wps.prenhall.com/hss_understand_plagiarism_1/0.6622.427064-.00.html) and consult with your instructor if you have any questions.

**Make-up Opportunities**

Make-up exams/quizzes/assignments will only be considered only if the excused absences outlined in the Student Handbook apply (Student Rights and Responsibilities, Part II, Section 5.2.4.2 (<http://www.uky.edu/StudentAffairs/Code/part2.html>)). Circumstances that can be excused are: 1) Significant illness of student or serious illness of household member or immediate family; 2) Death of a household member or immediate family; 3) Trips for members of student organizations, class excursions or participation in intercollegiate athletic events; 4) major religious holidays; and 5) Any other circumstance that the instructor finds reasonable cause for nonattendance. If you would like your absence to be excused, you must initiate the discussion.



Please provide appropriate documentation of excused absences – the excuse will not be granted without documentation. If you anticipate absence due to observance of major religious holidays, you are responsible for notifying the instructor in writing by the second week of the semester. Students who miss quizzes or other graded projects because they missed the open-period with an unexcused absence will not be able to make up what's missed. Only students with verified excused absences will be given make-up opportunities. **It is the student's responsibility to inform the instructor of an excused absence preferably in advance, but no later than one week after it.**

#### ***Student Conduct and Behavior***

Every social work student is required to adhere to the standards and guidelines of the *NASW Code of Ethics* ([www.socialworkers.org](http://www.socialworkers.org)). Violations of this code can be grounds for dismissal from the social work program. Those of you who are not social work majors are still expected to follow the same ethics code to be part of this class. In particular, it should be noted that confidentiality should be protected. Thus, personal materials shared in the classroom should not be shared with persons outside the class. You must not share identifiable client information from your employment or field placement.

The College of Social Work has strong commitments to respect of diversity and the valuing of differences among members of our academic community. Academic discovery includes discussion and debate, and the right to respectfully disagree from time-to-time. Students have a right to voice reasoned opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2) but should do so respectfully and civilly. Disagreements and opinion statements that include attacks of a personal nature or statements degrading others on the basis of race, sex, religion, sexual orientation, age, national/regional origin or other irrelevant factors may affect one's grade because they are unacceptable and do not contribute to a safe, productive learning environment.

All students are expected to act as active, respectful, and responsible learners throughout the course. Every student is an adult participant in the joint learning process and is expected to act to reflect this fact. Any behavior that is deemed inappropriate, disrespectful, and distracting to others by the instructor may result in dismissal from the course or further action.

#### **Assistance for Students**

Graduate and undergraduate classes can be stressful. The University of Kentucky Counseling Center is available to fee-paying students who are enrolled for at least six credit hours at UK, in undergraduate, graduate, or professional programs. Located on second and third floors of Frazee Hall, on Administration Drive next to the Student Center, they can be reached at (859) 257-8701 or <http://www.uky.edu/StudentAffairs/Counseling/>. The National Suicide Prevention Lifeline is available twenty-four hours a day at 1-800-273-TALK (8255) if you are concerned about yourself or someone else.